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ABSTRACT

This report summarizes UNESCO's co-operation activities within the framework of the Major Project of Education in the field of Education in Latin America and the Caribbean between May 1991 and March 1993. Regional priorities had been established in Quito (Ecuador) in 1991 to focus on: (1) women as protagonists both in family life and economic development; (2) ethnic groups and their participation in global development while preserving their ethnic and cultural characteristics; and (3) disadvantaged children, young people and adults through literacy programs and others to facilitate their increased participation in the cultural and working world. The document is directed at the participants of the meeting as well as other institutions or specialists interested in the development of the Major Project in terms of its three objectives, specific areas of co-operation and target groups. This document attempts to show the impact of co-operation through PROMEDLAC IV and PROMEDLAC V on regional education. This impact is analyzed from a technical point of view in terms of national and regional action. The contents include: (1) "Summary"; (2) "Introduction"; (3) "PROMEDLAC IV Recommendations, Central Issues and Cooperation Modalities"; (4) "UNESCO Co-operation with the Major Project in the Field of Education Between 1991 and 1993"; and (5) "Conclusions." (EH)

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Intergovernmental Regional Committee
for the Major Project
in the Field of Education
in Latin America and the Caribbean
Santiago, Chile, 7-11 June 1993

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Major Project in the Field of Education in Latin America and the Caribbean

UNESCO'S Co-operation within the Framework of the Major Project for the Latin American and Caribbean Region

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MAJOR PROJECT IN THE FIELD OF EDUCATION
IN LATIN AMERICA AND THE CARIBBEAN

UNESCO'S CO-OPERATION WITHIN THE FRAMEWORK OF THE MAJOR PROJECT FOR THE LATIN AMERICAN AND CARIBBEAN REGION

REFERENCE DOCUMENT
PROMEDLAC V MEETING

REGIONAL OFFICE FOR EDUCATION IN LATIN AMERICA AND THE CARIBBEAN
UNESCO

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SUMMARY

Within the framework of the Major Project of Education in the field of Education in Latin America and the Caribbean, UNESCO co-operation for period May 1981 to March 1993 focused on the regional priorities established in Quito (1991) in light of the greater democratic stability and economic growth observed in the region as will be shown in this reference document. Co-operation within the framework of the Project has provided assistance for three priority groups: women, protagonists both in family life and economic development; ethnic groups and their participation in global development, while preserving their ethnic and cultural characteristics; disadvantaged children, young people and adults through literacy programs and others to facilitate their increased participation in the cultural and working world. This co-operation within the framework of the "Recommendation for implementation of national action plans and the second regional action plan of the Major project." approved at PROMEDLAC IV (Quito, Ecuador, April 22-25, 1991) responded to the needs of the Member States themselves and assessments carried out by experts and requested by the countries.

The sustained support of Member States to the objectives of the Major Project has facilitated the integration of UNESCO's activities with those undertaken by UNICEF, ECLAC, UNDP, UNFPA, UNDAC, WORLD BANK, IDB, OAS, SECAB, SPAIN, OEI, ACDI, AGFUND, DANIDA, GTZ, CIDA, IDRC, Holland, Sweden, Belgium, USAID and other Co-operation agencies so that the various efforts have had greater impact. However, a significant number of the achievements described in this report have resulted from horizontal co-operation involving experts in the region and through the exchange of experiences between countries.

Co-operation activities include the following: identification of basic learning needs which must be met given the current development model identification of innovative measures to improve the quality of education through the provision of learning material and technical support; training for employment and training of educational personnel; increased use of the satellite system HISPASAT for teacher training, the use of statistical data to evaluate the financial implications of poor quality manifested in the high repetition rate and other deficiencies observed in the regional educational system and finally, some cases of modernization of planning and management of educational systems which would involve greater use of technology in the management and pedagogical framework at the central, intermediate and local levels.

The exchange of experiences was facilitated by the setting up of co-operation networks, the availability of greater information for countries and its systematization into regional indicators and the fact that specific strategies had been set up for co-operation with each country. Notwithstanding these advances, there are several question marks with respect to co-operation modalities and the relative priority of those activities advocated by the Major Project and their adaptation to the new socio-economic, political and educational reality of the region. Guidelines evolving out of the PROMEDLAC V debate are expected to facilitate more efficient co-operation in the next cycle.

I. INTRODUCTION

1. The present background document summarizes UNESCO's co-operation activity within the framework of the Major Project in Field of Education in Latin America and the Caribbean between May 1991 and March 1993, using UNESCO Program and Budget Heads for 1990-1991 and 1992-1993 and extra-budgetary funding sources such as co-projects with UNDP, Development Banks and, the contribution of the Government of Spain, among others.

2. As far as resources have allowed, UNESCO has implemented the Quito recommendations as ratified at the Twenty-sixth Session of the General Conference of the Organization. The Major project in the Field of Education in Latin America and the Caribbean is an intergovernmental agency created by the UNESCO General Conference and is therefore a subsidiary organ of the General Assembly, as stated in Article 1 of the Statutes of the Committee.

3. The document is directed at the participants of the Meeting as well as other institutions or specialists interested in the development of the Major Project in terms of its three objectives, specific areas of co-operation and target groups. This document attempts to show the impact of co-operation through PROMEDLAC IV and PROMEDLAC V on regional education. This impact is analyzed from a technical point of view in terms of national and regional action.

4. In terms of policy and education, UNESCO has collaborated with several countries of the region to promote consensus in terms of the need to view education as a key element in development. To this end, the Economic Commission for Latin America and the Caribbean (ECLAC) and UNESCO, through its Regional Office for Education in Latin America and the Caribbean (OREALC), drew up a document entitled "Education and Knowledge: the axis of equitable productive transformation based on a proposal ECLAC presented in 1990 entitled "Equitable Productive Transformation". The document, following the lines of PROMEDLAC IV, formulated a development proposal for the 90's which focuses on the need to incorporate and promote technical progress as a factor if the region is to become competitive and successfully insert itself in world economics. This requires the development and expansion of indigenous capabilities needed for sustainable economic growth and national development within the framework of increasing globalization and internationalization and effective integration and national cohesion, by the reinforcement of education as a key element in the production of knowledge. In fact, the proposal contained in the document, which was the main subject of discussion at the twenty-fourth Session of ECLAC, held in Santiago, Chile between April 8th and 15th, 1992, recommends the formulation of a strategic proposals with the aim of contributing to and creating, in the next decade, educational conditions for training and incorporation of the scientific-technological process which may enable the region's productive structures to be transformed within the context of progressive social equity.

5. From the social perspective, the UNDP 1992 Report on "Human Development" should be given special attention, with respect to national, regional and international co-operation. UNDP sees human development as the process of increasing the range of options

for individuals by offering them more opportunities for education, medical attention, income and employment, covering the entire spectrum of human options, from a healthy environment to economic and political rights. Human development is therefore a wide and integrated concept which does not evolve from nor is based on a predetermined model. On the contrary, it is inspired by a society's long-term goals to encourage development. Human development also takes into consideration interaction between people and the environment.

6. In terms of finances, the President of the World Bank made a commitment to double that institution's support to the development of education, making basic education a special priority. Projections indicate that Bank loans at that level will continue to be considerably large for the remainder of the 1991-1993 biennium, and they will on average represent 30% of total loans to all regions. It is useful to note that the World Bank extends loans to Latin American countries for primary education to the tune of 550 million U.S. dollars in the period referred to (Chile, US$170 million; Ecuador US$80 million; Mexico, US$200 million, Venezuela, US$100 million) Furthermore, advanced level discussions are under way for granting loans to Bolivia, Brazil, Colombia, Peru, Paraguay and Uruguay. In all cases UNESCO participated in the identification of project evaluation missions which facilitated the preparation of these loans, which were all earmarked for the expansion of educational modalities, improvement in the quality of education, increased effectiveness of programs and the consolidation of management of the education sector.

7. With respect to the United Nations Development Program, UNDP, some twelve projects earmarked for Central America, Panama and the Andean subregion, amount to US$16 million. These Projects directly relate to the objectives and population vectors targeted in the Major Project. Moreover,UNESCO has cooperated with the Resident Representatives in Bolivia, Peru, and the Dominican Republic by sending Technical Support Missions to assist in the design of new educational policies or reforms with the view of total or partial modernization of those member states.

8. In terms of UNFPA, funds allocated to 15 projects implemented in Bolivia, Colombia, Costa Rica, Ecuador, El Salvador (2) Guatemala, Haiti, Honduras, Nicaragua, Panama, Paraguay, Peru and Dominican Republic, and a Regional Project managed by the UNESCO office in Caracas, amount to US$2 million. These projects on Education and Population are included in the mandate of UNESCO and the United Nations Population Fund and respond to the objectives of improving the quality of education and contributing to the upliftment of the standard of living of the population.

9. Bilateral co-operation, especially Belgian, Canadian, Danish, Dutch, Japanese, Finnish German, Norwegian and Spanish with certain Member States and Spanish and Canadian at a regional level has significantly facilitated the implementation of the Major Project. This co-operation was achieved through trust funds, support for specific research or financing of experts. Following an evaluation exercise in September 1992 the Spanish Government took the decision to extend its co-operation with the Major Project for a three-year period to the tune of US$400,000. Spain had contributed US$1,350,000 for activities related to the Major Project for period 1989-1992.

10. For UNESCO's part co-operation given to the Major Project amounts to some US$ 5,000,000 for the period covered in the document, inclusive of technical support and

financial contributions for basic studies, training activities on a national, regional or subregional level, publications, technical assistance missions and "Seed Funds" for implementing important inter-sectoral or inter-agency projects. UNESCO co-operation has been mainly to (i) facilitate the redefinition of educational policies, within the framework of the national restructuring process of certain countries in the region, giving preferential treatment to investment in social aspects; (ii) promote a new concept of national educational strategies; (iii) incorporate new actors at the national and regional levels in efforts to improve education; (iv) design new educational management styles at the central, regional or local level which would make it more compatible with the demands of the working world within a time frame of no less than twenty years; (v) promote the principle of equity and equality of opportunity in the field of education and development and (vi) encourage assessment so that results and the investment in education can be analyzed, using statistics.

II. PROMEDLAC IV RECOMMENDATIONS. CENTRAL ISSUES AND CO-OPERATION MODALITIES

11. The Committee, at its Fourth Meeting in Quito, April 22-25, 1991 formulated a Recommendation, directed at the Member States of UNESCO, for the implementation of National Action Plans and the Second Regional Action Plan of the Major Project. The Recommendation, reiterating its support of the Project Objectives, prioritized the need to find solutions to the problem of the inferior quality of the region's educational systems which prejudices the satisfaction of the basic learning needs. It emphasized the need to adopt a new management style which would respond to the threefold challenge of (i) improving the efficiency of the educational system so as to satisfy real learning needs, (ii) reinforcing equity in the distribution of educational services, by offering a high standard of education to priority sectors, marginalized urban groups, the rural sector, the poor and indigenous peoples, women and all who had dropped out of school or had not accessed education, (iii) increasing the efficiency of the system by developing its capacity to make optimum use of available resources.

12. During the period 1991-1993, UNESCO gave priority to basic learning needs; the improvement of the quality of education to make education compatible with development strategies, the utilization of research and data banks in the decision-making process; the use of distance teaching technologies and the new challenges for regional and sub-regional integration. These activities took into account the Major Project's prioritized target population and the Project's operational instruments, such as the PICPEMCE, REDALF, REPLAD, CARNEID networks and the Regional Information System, SIRI. The implementation modality of the Recommendation comprised various facets in keeping with the requirements of the respective countries or the needs perceived by UNESCO, by means of training activities, technical co-operation, the formulation of Projects for external financing; horizontal technical co-operation; research and publications. Chapter III of this document sets out in detail the steps taken by member states of the region and by UNESCO itself through PROMEDLAC IV and PROMEDLAC V. It will be seen that the strategy of these steps was to link education with development strategy, to strengthen the democratic dimension of the educational process, to clearly enunciate new approaches to education; to modernize planning and management modalities; to reorient the curriculum in order to

improve basic education; to encourage new thinking on literacy and basic adult education and to diversify sources of funding for educational services. UNESCO's co-operation strategy with the different countries of the region are included at the end of this chapter.

13. With regard to satisfying basic learning needs, it was possible to organize a high level meeting between the 20th and 22nd April, 1992 with the financial assistance of the "International Development Research Center (IDRC) of Canada. This meeting in Santiago de Chile brought together 29 specialists from Latin America and Europe. They analyzed the present and future position of the action strategies to satisfy basic learning needs in several technical fields. The seminar agreed on the need to focus on (i) evaluation in terms of successes and failures of the present educational systems in Latin America; (ii) specify basic learning needs in cognitive, axiological and attitudinal terms; (iii) develop new modalities to measure the quality of education; (iv) develop teaching methods which satisfy basic learning needs and include special measures for priority groups; (v) provide suitable training for educational staff in order to adapt to the new demands created by basic learning needs and (vi) develop institutional and administrative mechanisms in the face of the challenge posed by basic learning needs in a new context. As a result of this regional seminar UNESCO has published the book; "Satisfacción de necesidades básicas de aprendizaje: Estrategias de acción" (Satisfying basic learning needs. Action strategies).

14. The development of studies on past experiences of countries made it possible to access the existence of serious problems, in spite of the increasing efforts of countries to solve them by using various strategies. Through the SIRI system of the Major Project in the Field of Education in Latin America and the Caribbean, UNESCO has calculated high repetition rates for primary education. These indicate that a large number of students at this level do not achieve minimum performance standards required to graduate from the course. Performance tests applied in 6 countries of the region show that one half of fourth grade students do not understand what they write. All this explains why, although the average years during which children attend school is above 6.7, students only pass on average 4.7 grades. On average, in the countries of the region only 45.2% of the respective age groups complete the first six educational grades.

15. In terms of the quality of education, UNESCO has identified successful innovations, classified the applicable model and evaluated some of its effects. A seminar held in November 1992 facilitated the analysis of some features of five innovations. Results indicate that it is possible to raise the quality of learning considerably when personalized learning processes are desired. Case descriptions and conclusions emanating from the debate have been published by UNESCO.

16. Mention must be made of the joint effort between Spain and UNESCO to use the HISPASAT satellite system for upgrading distance teaching. In light of Spain's offer to use part of HISPASAT's broadcasting time for educational programs, OREALC spearheaded a project for holding a post-graduate Extension Course, with features such as "tele-debates" on the Pedagogical Elements of Environmental Education, to be used by regional universities affiliated to the Latin-American Education Television Association who represent the satellite users. This course was prepared by a group of universities from Argentina, Colombia, Chile, Spain, Honduras, Mexico and Venezuela, each of whom took charge of a certain number of units consisting of a TV program and supplement written material.

Institutions benefitting from the course were invited to form interest groups within the academic E-mail network in order to participate in the "tele-debates which must be given the week following transmission of each program. This experience will pave the way for the innovative use of the satellite - E-mail combination for the improvement and upgrading of teacher training.

17. UNESCO has taken steps to simultaneously meet the difficulties of the Major Project and those outlined in the Medium Term Plan (1990-1995) for environmental education. UNESCO has promoted and strengthened national efforts within the region aimed at designing strategies and national action plans for the development of environmental education and the trial of individual learning modalities. The objective of these efforts has been the institutionalization of environmental education in countries, avoiding the loss of human and economic resources. In 1993 UNESCO, with financial support from the United Nations Development Program continues to promote the national policies of environmental education which are compatible with the educational and environmental policies of all the countries.

18. Interagency action for the purpose of co-operating with the countries of the region has linked not only financial or economic imperatives but also research and the exchange of experiences on specific areas. In some cases, this co-operation has transcended regional boundaries and has secured support and experience sharing from centers of academic excellence worldwide such as Harvard University, the Open University of London and the University of Stockholm. In other cases, UNESCO specialists from the outset have participated in interagency or intersectoral missions with the objective of exchanging opinions and sharing scientific criteria to ensure grater utilization of national or international resources. Cases in point are Bolivia, Guatemala, Honduras and Peru. In the case of Bolivia, UNESCO and UNDP together with the Government, designed a strategy to facilitate the implementation of an educational reform involving the principal actors. In Honduras, UNESCO and the "BRIDGES" Project of Howard University joined in cooperating with local authorities to improve the quality of education by tackling very sensitive issues such as repetition rates and poor quality education. In Peru, UNESCO, UNDP, DANIDA and the government together with Non-Governmental Organizations and Peruvian Universities have prepared a diagnosis of education with the hope of attracting external resources, preferably the World Bank. Contacts established at the regional level with representatives from the business, political and education sectors promote consensus or agreement which somehow place education and human resource training as indispensable elements in national development. This is the case of Argentina, Brazil, Chile and Paraguay.

19. There was efficient inter-agency co-operation with other U.N. organizations particularly UNICEF, INA, UNFPA, PMA and the World Bank for South America, the English-speaking Caribbean and Mexico, while UNDP was mostly present in Central America and the Andean countries. The World Bank approved loans for approximately US$50 million. The co-operation of Regional Banks, in particular the Inter-American Development Bank was concentrated in some countries of the region, for example, Barbados, Ecuador, Jamaica, Trinidad and Tobago and Uruguay. In the case of Ecuador, the IDB supported the project for the expansion and improvement of basic and technical education through loans totalling 150 million U.S. dollars and is also assisting the University of the West Indies through a loan of US$40 million.

20. Bilateral co-operation with the Major Project continues to bring in valuable resources and regional projects benefitted from a significant contribution from the Spanish Government. In 1992, a Commission from the Spanish Co-operation Agency visited UNESCO's Regional Education Office for Latin America and the Caribbean which is responsible for the implementation of the Project's activities. The mission evaluated the progress and limitations of the Project and recommended that the Spanish Government continue to support the Project. In December 1992, the Spanish Government renewed its assistance for another three years, effective 1993. Other countries, like Belgium, Canada, Denmark, Germany, Holland, Norway and Sweden have contributed to the financing of associated experts, teams or have directly financed countries such as Guatemala, Nicaragua, Ecuador, Bolivia and Peru. One hopes that this co-operation will intensify in the future.

21. With respect to other agencies, the close co-operation between UNESCO and the Organization of Iberoamerican States for Education, Science and Culture (OEI), the Secretariat of the "Convenio Andrés Bello" (SECAB), and the Secretariat of the Caribbean Community (CARICOM) are noteworthy. UNESCO has also initiated co-operation with "MERCOSUR" in the field of education with a view to promoting the processes of educational integration between the signatory countries of that Treaty, namely Argentina, Brazil, Paraguay and Uruguay and transmitting other experiences such as that of the European Community (EC).

22. With respect to country co-operation which does not include the activities of the Participation Program, UNESCO has implemented specific strategies for each country in the region, some of which are described in detail below.

Central America

23. In Central America and Panama, UNESCO is implementing a significant number of extra- budgetary projects aimed at developing basic education, overcoming the main deficiencies in education and efforts for the consolidation of peace, democracy, integration and development in the Central American isthmus. The extension of educational coverage, the improvement of the quality of learning systems, the upgrading of the internal efficiency of the system and the attainment of more feasible conditions for the equitable education of the population of school age have been identified by the countries in the subregion as the general objectives of the National Education Action Plans for All formulated by the respective Ministers of Education. UNESCO has also co-operated at the subregional level with the development of National Action Plans for human development, children and youth.

24. Co-operation with Costa Rica. On the occasion of the official visit of UNESCO's Director General in February, 1992 a Memorandum of Understanding was signed for co-operation with this member state in the organization's areas of responsibility. With regard to education and in accordance with national needs, special emphasis has been placed on co-operation in environmental, intercultural, bi-lingual education, technical education and educational information. Within this framework and with financial contribution from the Dutch government, UNESCO is the Implementing Agency for the SIMED Project (Support to the System of Improvement in the Quality of Education in Costa Rica), the incorporation of active and aimed at participatory methodologies in the educational process, adapting

curricula to local realities, training educational personnel, including distance education and the design of educational materials and the development of educational planning. The Project has promoted the creation of and technical support to 216 "leader schools" and has made possible the creation of a mechanism for co-ordination and complementarity with a project for the Improvement of the Quality of Education, recently approved, with financing from the World Bank and IDB. In addition, UNESCO provides alternative education for women though radio programs and, for the regional focus, gives technical support to the Central American course on education informatics, the interdisciplinary program on "The young child and his family environment" and the twinning of schools' plan which were all included in UNESCO's program schedule. The organization also cooperated in school repairs and supplying educational materials to the indigenous population of Talamana affected by the earthquake of April 22, 1992.

25. Co-operation with El Salvador. In response to the request of the government, UNESCO, in conjunction with UNDP offered extensive co-operation to he National Plan of Reconstruction undertaken by local authorities in February, 1992. The organization also participated in the United Nations Inter-Agency mission which facilitated peace agreements between nations at war. Previous co-operation had been through the execution of two projects financed by the UNDP in literacy and education for all. They first constituted a "seed" project which ended in 1989 and the second, completed in December, 1991, achieved extensive participation and harmonization of activities of governmental and non-governmental organizations supporting basic education of the school age population and adults. Since October, 1992, UNESCO collaborates with a UNDP/University of El Salvador Project (Intensive literacy and basic education program for the disabled) and cooperates on an ongoing basis with the "educational forum for a peace culture".

26. UNESCO executes two education projects on population with funds from UNFPA: "Strengthening and extension of Education on Population in the formal educational system" and "Education on Population in all of the non-academic educational programs for the communities in the Archdiocese of San Salvador". The first project proposes the establishment of a system of ongoing training in education on population for teachers of basic education, early childhood education, and education of heads of household. The second project claims that 18,000 youths, children and urban communities, involved in the educational programs of the 10 vicariates of the Archbishop, have access to educational materials on sexual roles, responsible parenting, teenage pregnancy, family planning and maternal child care.

27. Co-operation with Guatemala. On the occasion of the official visit of the Director General in February, 1992, the Letter of Agreement signed with the local authorities facilitated the strengthening of the activities within the framework of the declaration of Education for All and intercultural bilingual education. UNESCO has been the implementing agency for the UNDP/GUATEMALA/HOLLAND/UNESCO/86/007 Project "Support to the Curriculum Improvement and Adaptation System (SIMAC)" geared towards improving the quality and relevance of basic education in accordance with the characteristics and needs of the country. The project has as its objectives the promotion of curriculum transformation at the national level with a flexible and participatory focus through the training of education personnel, educational research, innovation of the methodology and skills of the teaching/learning process and the production and use of educational material. The Project is

supporting 400 basic schools and gives priority to the pre-primary and primary levels, placing emphasis on rural and marginal urban areas. In addition, the Project emphasizes the training of personnel at the central, regional and local levels. It also undertakes activities in educational planning and collaborates with the development of the "Escuelas para, la Paz" (Schools for Peace) and the activities of the Refugees Program "PRODERE". The preparation of educational material for teaching staff and reading texts and material are all part of the substantive work of the Project which is being reinforced. A project on population education is also being implemented with SIMAC.

28. Co-operation with Honduras. UNESCO co-operated in the formulation of the Program for the Improvement of the Quality of Education and the training of staff from the Ministry of Education in the field of strategic planning for education. In addition, it has collaborated with the Central Unit on the regional project "Human, Children and Youth Development, headquarters in Tegucigalpa, and provides technical support to the Presidential Committee for State Modernization specifically with reference to the Sub-Committee for educational modernization which has prepared a program for the modernization of education which has been recently approved. In addition, UNESCO provides other technical components with a view to improving the quality of primary education. These include an ongoing training program for teachers; the Project "PROMELINGUA, for the improvement of the quality of basic education in poverty-stricken areas with external financing; the project document, "Education for the experience of democracy in Honduras". Within the UNDP TSS1 scheme, UNESCO is undertaking a study of "Strategies for International Development and Co-operation in the education sector, results of which will contribute to the implementation of the Program for Modernization of Education. UNESCO collaborated with Honduras in the identification of repetition levels, as well as a plan of modernization of education. The repetition study was done in conjunction with Harvard University (BRIDGES) and USAID. UNDP also collaborated with the plan. A project has commenced with the "Universidad Pedagogica Francisco Morazan" (Francisco Morazan Pedagogic University) in the development of a distance-teaching course on the teaching of environmental education using HISPASAT, which is coordinated by OREALC. UNESCO administers the funds assigned by UNFPA for the project on population education. It encompasses both the formal educational system (basic, secondary, teacher training education at the pedagogic university) and the informal (benefitting 10,000 peasant women.)

29. Co-operation with Nicaragua. In 1992 UNESCO with financing from the Government of Holland, undertook the implementation of the "Support to the System for the Improvement of Nicaraguan Education and Human Resources (SIMEN)" project through (i) the modification of the primary education curriculum to make it relevant to the local and regional interests; (ii) Use better pre-employment training for primary school teachers through Basic School curriculum reform and the training of technical teaching and administrative staff of these establishments (iii) greater planning and better administration of the general basic education at central, regional and local levels. Between 1987 and 1989, UNESCO was the executing agency for project "Support for the transformation of basic education curricula" financed by the Norwegian government of Finland through (FINIDA) its agency of co-operation: "Support for the implementation of the national literacy plan for adult education" and "Support for adult education and literacy programs." An education project for Nicaragua was approved in 1991 for four years. UNFPA gave US$608.156 while UNESCO gave technical assistance. Activities focus on primary and secondary education

for children and adults. Activities target parents of families through orientation sessions, radio messages and published material. UNESCO also lent assistance when national disasters recently affected the country.

30. Co-operation with Panama. Since 1992 an with financing from UNDP, UNESCO ha been the implementation agency for the "Education for all" project which has as its objectives the satisfaction of the basic educational needs of the entire population, particularly the most vulnerable, and the improvement of the standard of education. The project strategy presents education as the responsibility of the entire society, the basis for greater solidarity among Panamanians and the establishment of new links to build and support, in a concerted manner, diverse alternatives and educational opportunities for all. UNESCO also cooperates in areas such as education planning, the recruiting of administrative personnel for learning centers, the development of teaching resources for primary schools and support for literacy programs. The SECAB/OREALC convocation to the Assembly of written material on reading-writing included Panama as a member country of the "Convenio Andrés Bello". UNESCO has been implementing the education program in Panama. In November 1992 a UNESCO/UNFPA mission formulated a new document for the 1993-1995 period, for the amount of US$270,000 to continue activities in basic education, increase training of teachers and produce educational materials for adult literacy and education programs with the UNDP/UNESCO project "Education for All".

South America

31. Co-operation with Argentina. During his official visit to Argentina on 11th April, 1992, the Director General of UNESCO and the Minister of Culture and Education of Argentina signed a Letter of Understanding to develop a co-operation program. The program covers environmental education, MERCOSUR, technical and professional education, assessment of the quality of education, curriculum, cultural heritage and the modernization of the National Library and Villa Ocampo. UNESCO has developed the proposed activities, one of which was a technical meeting for environment education to formulate a national strategy of representatives from several national and provincial bodies. A national team has been set up to prepare a study on the prototypes of environmental education. A project on the training of young people for professional and production activities is also being prepared for presentation to the UNDP for implementation 1994-1995. UNESCO is also giving technical advice at the national level in the curricular transformation process and a seminar was organized on decentralization and participation in the Province of la Pampa. The first phase of a project on innovations in the teaching of natural sciences at the primary level has been implemented in the provinces of Buenos Aires, Nuequen, and Rio Negro and the second phase has begun. A team from the Ministry of Culture nd Education is preparing a study on the satisfaction of basic learning needs. UNESCO also supported the effort of the Ministry of Education in the Province of Mendoza in promoting general consensus which in the long term would lead to a set of initiatives, including agreements between the Schools' Association and UNESCO to make certain aspects of the system more dynamic. The University of Lujan is participating in the "Tele-Seminar" on teacher training co-ordinated by OREALC through HISPASAT.

32. Co-operation with Bolivia. A meeting with representatives from the major political groups in the country held during the official visit of the Director General of UNESCO in February 1992 reiterated the recommendations from a previous technical mission from OREALC which had identified key issues to be faced and possible strategies to give priority treatment to educational reform as a national issue. As a result, the UNDP/UNESCO/-BOL/90/006 project was implemented and technical support given, thereby supporting the action of the Ministry of Education and ETARE (organ of the Ministry of Planning responsible for the institutional organization based on educational reform). This project also assisted in improving the quality of literacy and adult education programs through the joint action of state agencies, NGOs and church groups (preparation and publication of national leaflets, training of officers, field research, policy-making and national and departmental strategies through these activities and the training of technicians in planning and information). Bolivia is participating in the written material competition in Reading and Writing organized jointly by OREALC and SECAB. In 1992, UNFPA approved the project on information, education and communication on population with UNESCO and the implementing body. The project falls within educational reform which has the commitment of the Government and is sponsored by UNDP/UNESCO, UNICEF and ICI.

33. Co-operation with Brazil. UNESCO is initiating a new co-operation modality with the Government. Within the framework of the Agreement for Technical Co-operation between UNESCO and the Government of Brazil, the Interministerial Group on Co-ordination with UNESCO , and the UNESCO representative in Brazil established a work plan for the educational system. The plan was ratified by the Director General of UNESCO and the Minister of Education in Brazil during the latter's visit to the organization's Headquarters. The plan prioritizes basic education and its social implications. In 1992, the Brazilian Parliament ratified the "Integral Care Program for Young Children and Adolescents" which was the first output from the technical co-operation plan. This program proposes the integration of social services and education and already has national funding for its implementation. To this end, the Ministry of Education established the National Secretariat for Special Education Projects to implement the plan. UNESCO works closely with the national teams of this Unit and has carried out specific activities to analyze the plan of students at the level of basic education and determine the real levels of repetition within the system. Moreover, UNESCO has focused its co-operation in the education sector on environmental education in relation to the preventive education against drug abuse and the fight against the AIDS epidemic, technical and professional education, education for indigenous populations and higher education. Within the framework of "Education for All", UNESCO is collaborating with the Chilean Ministry of Education in the design of a ten-year development plan for the development of education.

34. Co-operation with Colombia. UNESCO supported the great interest expressed by national authorities to improve the quality of education. It collaborated through seminars which studied the problems regarding quality and participation in the evaluation of experiences with the New School, and focussed its attention on the quality of secondary education and the Government's policies of decentralization. UNESCO and UNDP are currently working with the Ministry of Education to prepare a project with a decentralized, participatory approach towards improving and expanding secondary education. The project will be submitted to the World Bank for funding. Between 1992-1993, UNFPA supported the education on population project with the aim of incorporating its contents into adult

education, the New School program and the program for the promotion of youth. Educational material was produced, validated and will be used in the 1993-96 period for teacher education and implementation in the classroom. Furthermore, the National Pedagogical University of Bogota (UPN) is responsible for the production of "Tele-Conference" coordinated by OREALC and which will be transmitted via HISPASAT. One of the preliminary subregional meetings for the project was held at UPN in Bogota. Also, as signatory to the "Convenio Andrés Bello", Colombia is participating in the Written Materials Competition in Reading and Writing promoted jointly by SECAB and OREALC.

35. Co-operation with Chile. UNESCO worked together with the Chilean Government, in particular the Ministry of Education, to prepare, implement and maintain a World Bank financed project for the improvement of basic education and modernization of the administration of the education system. The experiment with new methods of personalized education is particularly interesting. Furthermore, UNESCO is collaborating in the preparation of a project for secondary education and support in addressing specific problems. There is also co-operation in training activities; analysis and sharing of experiences with other countries of the region achieved through the participation of Chilean specialists funded by UNESCO in technical meetings organized in other regional member states. UNESCO will collaborate in the use of HISPASAT for distance teaching. The Metropolitan University of Education Sciences will prepare programs on teaching environmental education. Chile is also participating in the Written Materials Competition in Reading and Writing promoted by SECAB and OREALC. In collaboration with Diego Portales University and local news agencies, three popular districts in Santiago were chosen for the implementation of the project for the introduction of UNESCO's interdisciplinary theme "Education for the Environment" through a critical reading of the press. Projects for the introduction of interdisciplinary issues as a part of the curriculum, through critical analysis of television programs, have been implemented in another district of Santiago and in Region V.

36. Co-operation with Ecuador. UNESCO participated in the sectoral analysis which identified the need for improving the standard of education. This resulted in the preparation of projects funded by the IDB and the World Bank to improve standards in the "rural" and "urban-marginal" sectors respectively. Likewise, UNESCO worked with UNICEF and the World Bank to elaborate a long-term education policy. They supported the creation of a national council which produced the "National Agreement on Education for the 21st Century" approved by educational, religious, political, and trade union institutions. The agreement constitutes a political tool for continued contribution to the country's educational activities in the medium and long term. In terms of Intercultural Bilingual Education, UNESCO worked with the German institution GTZ to organize a national seminar on Planning Bilingual Education (November 1991) and collaborated with a training program for trainers in bilingual education at the University of Cuenca initially funded by GTZ. Likewise, all national institutions involved in intercultural bilingual education worked jointly to define a basic program for primary education and UNICEF's interest in complementing teacher training for teachers specializing in this area was advanced. UNESCO organized three seminars on adult literacy and education, linking the education of adults with improvement of the standard of living of the most depressed sectors of the population. In response to the interest shown by national authorities, UNESCO focussed on the area of environmental education, organizing training activities and collaborating in the implementation of a pilot project to develop a program geared toward institutions for teacher education. In collabora-

tion with UNICEF and the WFP, UNESCO is implementing a pilot project for integral care (education, health, nutrition and training) for marginalized women in two provinces. UNESCO has also supported national efforts to improve the quality of basic education by implementing certain projects, three of which are: "Formulation of policies for incorporating social communication technology in the educational system", financed by UNESCO'S international program for the development of communication; the project on Education or population, funded by UNFPA which is being implemented alongside the large-scale IDB/World Bank projects in Ecuador for improvement in the quality of basic education; an inter-faculty co-operation project for education sector geared towards restructuring curricula in relation to the country's educational needs, and a pilot project to encourage interaction between agricultural schools and the agricultural industry. Ecuador, as signatory to the "Convenio Andrés Bello", has been invited to participate in the Reading and Writing Essay Competition organized by SECAB and OREALC.

37. Co-operation with Paraguay. UNESCO supported the Education Reform Commission's work, both directly by means of short missions and preparation of reports and by participating in the identification of primary education projects with the IDB and secondary education projects with the World Bank, as well as collaborating with the HARVARD/U-SAID group in the preparation of a diagnosis of the education sector. UNESCO has trained planning specialists who will form the basis of national teams to prepare development projects. Paraguay has also received technical assistance for its curricular reform program, improvement of intercultural bilingual education and for its population education project. A project for developing a national strategy for environmental education, implemented by UNESCO and funded by UNDP within the framework of TSSI was initiated in Paraguay. In addition, between 1991-1992, UNESCO implemented the project on family education and population. In November, 1992 a UNESCO/ UNFPA mission collaborated in the formulation of a new 1993-1996 project request for curricular reform, decentralization and deconcentration of the Ministry of Education to be co-ordinated together with the IDB and World Bank Projects.

38. Co-operation with Peru. As of April, 1991, successive technical co-operation missions comprising UNESCO/OREALC staff in co-ordination with UNDP and the World Bank contributed to the establishment of the terms of reference for a diagnostic of the Peruvian education reality which would serve as the basis for formulation and approval of a loan project for improvement in the quality of primary education. Training for the technical staff involved in the preparation of those projects took the form of both planning courses and technical meetings with experts from universities, non-governmental agencies and the Ministry of Education, responsible for the various studies needed for such a diagnostic. Of particular note, the work carried out at the OREALC office with the professional designated by the Ministry of Education to coordinate the preparatory project with UNDP funds, the invitation to Peruvian professionals to participate in ad- hoc technical meetings and the sending of material produced by UNESCO in the region to several of the teams working on the diagnostic. The project is expected to be ready by the second semester in 1993. Peru is participating in the competition "Written materials on reading-writing" convened jointly by SECAB and OREALC.

39. Co-operation with Uruguay. UNESCO, and the World Bank collaborated with the Ministry of Education and CODICEN to prepare an evaluation of the educational sector.

The evaluation revealed the need to develop a basic education system and technical professional education. UNESCO collaborated in the development of an information system and staff was trained to prepare education projects. A work team was set up a work team to assist in the preparation of a project on professional education to be financed by the International Development Bank and has collaborated with the World Bank in the preparation of a basic education project to be evaluated in the current year. UNESCO at the same time is promoting a project for basic science teaching to improve the quality of education.

40. Co-operation with Venezuela. The Venezuelan Ministries of Education and Social Welfare and OREALC signed an agreement in 1991 to develop new management practices which would link quantitative and qualitative improvement in education. The result of this co-operation was the educational management model GESEDUC. The model is based on the basic principles of strategic planning, project management and total quality methods, taking into account four basic components: vision, planning, operations management and quality of processes. The strategic approach responds to the increasing complexity and uncertainty of educational demands and the multiplicity of actors. It gives flexibility to the action proposals recognizing the heterogeneity of situations and linking the other components of the model. For its part, the component specifies the concrete aims which mobilize action and generates a management philosophy which functions as a cohesive factor for organization. Operations management is presented as a modality of decentralized management which rationalizes the assignation of responsibilities of management units and combines organization and resources in terms of anticipated results. The Quality of Processes justifies team work and seeks internal proposals for better solutions. The model was tested in Venezuela in 1992 for improved management and learning capabilities both at the central level of administration in Caracas and schools in the state of Monagas. The results of the application suggest that it is possible to develop capacities in a short period, using the pedagogical approach of "learning on the job" and that by applying the management model to specific situations, it is possible to improve the quality of education. A pilot project was set up in Maturin on the Incorporation of Values to its Primary School Curriculum through the Critical Reading of the Press. UNESCO cooperated in the methodological orientation and training of teaching personnel participating in the project. Venezuela is also participating in the competition of Written Material on Reading-Writing convened by SECAB and OREALC and through the "Libertador" Experimental Pedagogical University (UPEL) participates in the Postgraduate Course for Teachers consisting of Tele-Seminars through HISPASAT.

English-Speaking Caribbean

41. In order to respond to the challenges in education which the Caribbean faces, the Standing Committee of Ministers of Education of the Caribbean Community (CARICOM), in support of the objectives of the Major Project in the Field of Education for Latin America and the Caribbean, has taken initiatives to ensure improvement in quality. A CARICOM Task Force on Education was mandated by the Ministers to initiate action. UNESCO has worked closely with this Task Force and co-sponsored a Basic Education Conference in Belize. Another UNESCO/CARICOM Consultation took place in the Bahamas in April 1993.

42. The following studies provided the rationale for the strategies being undertaken to improve the quality of education: (i) Caribbean Development to the year 2000 (CARICOM Secretariat); (ii) Foundation for the Future: OECS Reform Strategy (OECS/CIDA); (iii) Time for Action - Report of the West Indian Commission; (iv) Report of the Ninth Meeting of the Standing Committee of CARICOM Ministers of Education; (v) UNESCO Follow-up in the Caribbean to the World Conference on Education for All; and (vi) National Plans of Education of various countries.

43. The specific areas of educational reform that have benefitted from co-operation with UNESCO are, among others, the management of the system, curriculum reform and the training of teachers.

44. With the assistance of UNESCO and other agencies, several countries have developed or are in the process of developing new education policies and plans. A UNESCO workshop held in March 1992, produced the document "Educational Policies and Plans for the Caribbean". Initiatives were also taken to strengthen the capacity of educational administrators in school management and administration. UNESCO has also provided fellowships for administrators to undertake outside of the region, courses of study in Educational Management. UNESCO assisted Belize, the Bahamas, Guyana and Jamaica in developing UNESCO Country programmes for education and training, and the countries of the Eastern Caribbean have benefitted from several initiatives undertaken by CARNEID.

45. At the core of the reform strategies is curriculum renewal and development and the provision of textbooks and other learning materials. Special emphasis is being placed on the teaching of Mathematics and Science. In this regard, UNESCO has supported (i) the annual training of about 90 teachers and teacher-trainers in these subjects; (ii) sub-regional Science Fairs and a number of national science exhibitions held for schools; (iii) Environmental Education and (iv) the implementation of two projects in the Turks and Caicos Islands and Anguilla in the production and publication of two textbooks in Social Studies.

46. In respect to the training of teachers, UNESCO also sponsored a sub-regional workshop for the training of teacher-educators in the use of innovative methodologies for enriching teacher education.

47. Literacy and Basic Education remain a priority in the Caribbean. UNESCO supported a workshop to develop a sub-regional Plan of Action for the Eradication of Illiteracy as well as a number of seminars in literacy held in Trinidad and Tobago and other countries. The Organization also gave support to International Literacy Day activities and assisted with several other initiatives, some of which are: (i) a Basic Education and Skills Training Programme for rural young women and girls. This project was official launched in Jamaica by the Director-General of UNESCO on International Literacy Day, 1991. The project has since been extended to include out-of-school boys and young men; (ii) a similar project for Haitian refugees living in Jamaica; (iii) the publication of six booklets for strengthening post-literacy and (iv) a Basic Education and Training programme in prisons and correctional institutions.

Gulf of Mexico

48. Co-operation with Cuba. UNESCO has collaborated in the exchange of experiences and specialists training. Cuban teachers have attended regional meetings aimed at the exchange of information design and system operations, management and planning workshops as well as seminars in which the evaluation of main innovative actions in the region were analized. UNESCO participated in the Congreso Pedagogía 93 "Encuentro por la unidad de los educadores latinoamericanos" (Pedagogic Congress 93 "Meeting for the unity of Latin American teachers"), carried out in La Havana and organized by the Cuban government with the coordination of teachers' representative bodies in Iberoamerican and Caribbean countries. The Congress made an important effort to foster the exchange of experiences, the knowledge of the current trends and main pedagogical problems. 5.220 non-Cuban teachers from most of LAC and from Spain attended the meeting. They basically discused quality of education and its problems together with pedagogical proposals from their one standpoint.

49. Co-operation with Mexico. A high level mission from UNESCO advised the Government on the task of analyzing and evaluating the project for reform and decentralization of the educational system. UNESCO also participated in joint missions with the World Bank for the formulation of projects for the development of basic and early childhood education. An evaluation was conducted of the information system and collaboration given to the decentralization process through the training of twelve specialists in training courses for training in planning. These in turn have trained 200 specialists for the various states. The National Pedagogical University and more recently, the University of Monterrey, through its Division of Educational Sciences have participated at the production level in the course which was of the nature of a "Tele-Seminar" using HISPASAT, and coordinated by OREALC.

50. Co-operation with the Dominican Republic. High level UNESCO missions formulated the basis for national agreement which evolved into the organization of the "National Congress on Education" (2-4 December, 1992) which had the participation of representatives from the civil society and educators from all the municipalities and provinces in the country. The national education plan facilitates a profound transformation of the total education system. In addition, the Government of the Dominican Republic, UNESCO and UNDP convened a Round Table of donor countries at which the international community was invited to support education in the Dominican Republic. This meeting will take place in Paris (16-17 June, 1993). UNESCO also prepared an analysis of the efficiency of the system which contributed to the formulation of a project with funding form the World Bank. With regard to the training of specialists, UNESCO has continued to train technicians at the regional level and has also organized or supported technical seminars, workshops and working sessions at the national level. Within the framework of the ten year education plan, UNESCO and UNDP supported cultural development activities which culminated with the grand opening of the "Merengue Opera" attended by the Director General of UNESCO.

III. UNESCO CO-OPERATION WITH THE MAJOR PROJECT IN THE FIELD OF EDUCATION BETWEEN 1991 AND 1993

51. Based on the strategy design, the activities of the Major Project are undertaken largely by the PICPEMCE, REDALF, and REPLAD networks and the Regional Information System, SIRI. Actions undertaken by each of the three networks and SIRI between 1991 and 1993 to achieve the goals set out by the Committee as priority action in the Regional Plan 1990-1995 are described in later sections of this chapter.

Programme of innovation and change in the training of educators to improve the quality of education - PICPEMCE

52. The main objective of the program is to cooperate with institutions involved in improving the quality of education through the training and upgrading of teaching staff. It is developed largely through innovative activities in training institutions and professional upgrading centers which act as focal points and relate to other like institutions at the national or regional level.

53. PICPEMCE is the Major Project Network which promotes innovations in classroom curricula and the initial and continuous training of teachers. Each country has a focal institution which coordinates and promotes activities at the national level and OREALC coordinates the Network at the regional level, disseminating the experiences of the various countries, sending educational documentation and promoting regional and subregional activities. Between 1991 and 1993, the main activities have involved the study of basic learning needs, innovations in the teaching of reading and writing, in bilingual education, in education in natural sciences, environmental education, education on population, the introduction in the curriculum of interdisciplinary themes such as human rights and the integration of children with special needs into regular classrooms. The Network also coordinates several of the activities such as the competition in Written Material on Reading and Writing (SECAB/OREALC), the coordination of universities participating in the Postgraduate Course through HISPASAT and the pilot projects for the introduction of principles using the press or television.

a. Preparation, training and upgrading of key personnel

54. **Regional seminar "Reading and Written Comprehension for children in marginal rural and urban areas"** (Santiago, Chile, 30 November - 2 December, 1992). UNESCO organized with the collaboration of UNICEF, a regional seminar for thirteen participants from Argentina, Brazil, Chile, Mexico, Peru, Uruguay and Venezuela, with the objective of formulating operational recommendations at the political and pedagogical levels, in the short and medium term and of massive scope to improve reading comprehension standards among basic education students in the region. There was consensus of opinion that reading and writing, in a communicative context, should be given priority in each country's education policy and should constitute the basis of the various interests of the students and the thematic and curricular demands of basic education. They pointed out that school should

be an "intellectual" environment with different reading materials and that the emphasis of the leaning process should be on "reading to acquire knowledge and skills" instead of "learning to read" without a substantive objective. A book containing the presentations, discussions and conclusions is to be published.

55. **Third Latin American Congress on reading and writing of the International Reading Association - IRA** (Buenos Aires, Argentina, 11-15 September, 1991). In order to motivate the representatives of the projects selected in the Competition of Reading and Writing Projects initiated in 1990, OREALC invited 16 teachers from Argentina, Colombia, Costa Rica and Mexico.

56. **PICPEMCE regional meeting on reading and writing** (Valparaiso, Chile, 5-9 November 1991). UNESCO and the Playa Ancha University sponsored this meeting with the objective of reinforcing the "Reading and writing and basic maths circuit" implemented by the PICPEMCE of Argentina, Colombia, Costa Rica, Chile and Mexico together with members of the national Networks in Uruguay and Venezuela. The will to widen the perspective of actions in reading and writing undertaken by PICPEMCE in the basic and middle cycles was of particular note.

57. **National workshop for curricular development** (Belem, State of Para, Brazil, 3-7 June, 1991. This activity which had the technical support of UNESCO, was directed at the trainers of trainers in various training institutions in the Amazon region in Brazil. Its objective was to present a methodology for curricular development, incorporating an environmental dimension in the training of new teachers, using the "Critical Approach Method" (CAM).

58. **First meeting of Presidents of Pedagogical Universities in Latin America** (Santiago, Chile, 7-11 October, 1991). As a follow-up to the meeting on Jomtien's Education for All, UNESCO and the Metropolitan University of Educational Sciences in Chile, organized its meeting with the objective of analyzing, at the highest academic level, pre-employment training programs for teachers. Participants included the Presidents of Pedagogical Universities of Colombia, Honduras, Mexico, Venezuela and the Playa Ancha University of Valparaiso, Chile, three Deans of the Faculties of Education in Ecuador and a lecturer from the National University of Lujan, Argentina. The participants signed a Memorandum of Intent with a view to increasing interuniversity co-operation and support anticipated from the PICPEMCE Network.

59. **Subregional Workshop on "Education for peace" in Central America** (Guatemala City, Guatemala, 21-25 October 1991). This activity organized by UNESCO and the Ministry of Education in Guatemala, had the objective of analyzing a curricular development methodology, including the theme of "education for peace" in the teaching training programs using the approach of a critical reading of the daily newspaper. The proposed methodology is based on the Method of Critical Assessment (CAM) applied to interdisciplinary issues such as peace in war zones. Four specialists from El Salvador and Honduras as well as representatives from "La Nacion" of San Jose' in addition to a number of teachers from Guatemala attended the training workshop for trainers. The participants identified the need to continue this training exercise on an area which was critical to the subregion.

60. **National Seminar - Workshop on "Special classroom needs"** (Quito, Ecuador, 10-14 June 1991). The objective of this activity organized by UNESCO and the Ministry of Education in Ecuador, was to study the modalities of training teachers with a view to integrating disadvantaged children into regular education. Thirty-five local specialists participated.

61. **National Seminar - workshop on "Special classroom needs"** (la Paz, Bolivia, 12 - 16 August, 1991). UNESCO and the Ministry of Education in Bolivia organized this activity, with the major objective of studying the modalities of teacher training with a view to integrating disadvantaged children to the formal education system. Twenty-four local specialists participated.

62. **National Seminar on "Planning, administration and management of special education services"** (Guatemala City, Guatemala, 20-21 June, 1991) This seminar, organized by UNESCO and the Ministry of Education in Guatemala, had the objective of (i) sharing information on trends and directions at the national and international levels in special education (ii) examining in greater depth the current situation in Guatemala in terms of priorities and available resources for the care of disadvantaged children (iii) defining the bases and priorities of a National Special Education Plan in Guatemala. The workshop was attended by 34 local specialists.

63. **Regional seminar on special education policy and planning** (Caracas, Venezuela, September 28 - October 1, 1992). This seminar was sponsored by the Special Education Foundation of Venezuela and the Department for Special Education of that member state. 15 officials (special education programme directors; chief education officers, chief supervisors and planning managers in education) from Colombia, Costa Rica, Ecuador, Mexico, Panama, and Venezuela participated in the exercise which covered the following topics (i) opportunities for diversity in primary schools (ii) maximizing the use of national resources for the transformation of special education (iii) policies, legislation and planning of education for children with special needs (iv) new methodologies for the training of primary school teachers in order to respond to the specific needs of children with disabilities. The seminar, which received technical support from UNESCO, prepared a statement and formulated recommendations geared to informing decision makers, and also set out a number of principles to facilitate the integration of disabled children into the formal education system.

64. **National seminars on "New perspectives of education in the sciences in Chile"** (Concepcion, May 8-9, 1992 and Santiago, May 19-20, 1992). Concepcion University and the Catholic University of Chile conducted these seminars for the purpose of training qualified personnel to conduct research and promote the development of topics and theories relevant to the teaching of the sciences at all levels of the educational system, with special emphasis on basic and medium level subsystems. The seminar facilitated Concepcion University's plans to offer a Master's programme in Teaching Science to Chile as well as to Latin America. With respect to the Catholic University, there is the interest in strengthening programmes of basic science with a component of environmental education.

65. **Subregional workshop on "The training of primary education teachers in environmental education"** (Quito, Ecuador, July 29-August 1, 1991). UNESCO and the Internatio-

nal Environmental Education Programme of the United Nations (IEEP) gave technical and financial support to the organization of the workshop, the objectives of which were (i) the exchange of experiences and information on the environmental education component in the training of teachers at the primary level (ii) the design of more relevant strategies for offering practical environmental education to environment education teachers. During the workshop, experts from Argentina, Bolivia, Colombia, Chile, Ecuador, Peru, Uruguay, and Venezuela had the opportunity familiarize themselves with various training modules in this particular field.

66. **Subregional workshop on "The training of primary education teachers in environmental education"**(Antigua, Guatemala, November 4-7, 1991). UNESCO and the International Environmental Education Programme of the United Nations (IEEP) gave technical and financial support to this training workshop which brought together 30 experts from Costa Rica, Cuba, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama and the Dominican Republic. The topics addressed by the participants were (i) the introduction of the environmental aspect to the training of teachers, especially at the primary level (ii) the development of specific programmes and teaching materials for the teaching of science (iii) the development of research and testing in this specific field (iv) the design of information and dissemination techniques on the environment.

67. **Workshop seminar on "Bases for a regional project for the improvement of the teaching of science"** (Santiago, Chile, May 11-14, 1992). The seminar, sponsored by UNESCO and the "Centro de Perfeccionamiento e Investigaciones Pedagógicas de Chile - CPEIP" (Centre for Upgrading and Pedagogical Research of Chile) had as its objective the evaluation of the progress of national projects in this are with a view to formulating a Regional Project on improving the teaching of science. Representatives from Argentina, Colombia, Chile, Ecuador, Panama and Uruguay participated.

68. **National workshop on "Environmental education"** (Panama City, Panama, June 8-9, 1992. This workshop which forms part of the International Environmental Education Programme (IEEP), had as its objectives (i) the evaluation of the level of integration of environmental aspects into formal, non formal and informal education (ii) the identification of priority environmental topics for incorporation to the field of education (iii) the promotion of sharing of experiences in programmes of training and research on the subject of environmental education (iv) the production of programmes of environmental education in Panama for the different educational levels in the country. The workshop, which received support and participation from UNESCO, facilitated the adoption of a law on environmental education approved by the Legislative Assembly of that Member State.

b. The testing of new pedagogical alternatives

69. In two countries, UNESCO in collaboration with UNICEF has successfully tested materials for individual use which stimulate personal and group work. On the expected completion of the preparation of this experimental material, it can be tested in more countries.

70. Given their common interest in educational work, SECAB and OREALC jointly sponsored and financed a Reading-Writing competition, including submission of teachers' guides, which should be based on their experience in on-going projects and include a clear theoretical framework. This process will help in the identification of creative projects as well as of promising authors. All countries belonging to the "Convenio Andrés Bello" are participants in the Competition.

71. With financial support from the Spanish government, UNESCO has laid the technical groundwork for the creation of a regional project on improvements in the teaching of natural science at the elementary level. Preparatory work was started in 1990 (Colombia and Chile); it continued in 1991 (Argentina and Uruguay) and went further in 1992 (Panama and Ecuador). The approach adopted has been to introduce innovations in a group of schools, in collaboration with a teachers' training college which will help define the courses of action of the Project and train the teachers. The schools are chosen from depressed, rural and marginalized urban areas.

72. Collaboration has taken place with four countries in testing the Method of Critical Approach (MAC) towards "prism items" in the press, television and museums to incorporate into curricula transdisciplinary themes of national and regional interest such as human rights, education for peace and environmental education. In fact, based on the experience of the PICPEMCE projects in train in Chile and Venezuela, the use of the method of critical analysis of the media (press and television) as a methodology for introducing to the school curriculum transversal values and topics at different levels does offer an interesting new pedagogical option which could be extended in the immediate future.

73. Access to satellite use has offered a methodological challenge to OREALC not to opt simply for the diffusion of information via television. In keeping with modern pedagogical thought, the project rationale incorporates the principle of controversy (diverging points of view) as the generator of knowledge, which is accentuated when electronic mail is employed to conduct a genuine "Tele-Conference".

74. Teaching education locally. UNESCO has supported 15 projects of local education in 13 countries at a cost of US$2 million, the details of which are covered in Chapter II.

75. In the field of special education, PICEMCE has produced a series of 5 videos entitled "Learning together", which covers topics such as the integration of children and youth with special educational needs into the formal educational system and its objectives are to stimulate personal reflection, analysis and exchange of ideas among teachers, principals, supervisors, social workers, students, parents and professionals interested in the topic. This audio visual material has been used in training activities at the regional and national level.

76. In the framework of environmental education and related directly to the proposal for " Productive Transformation with Impartiality" sponsored by the Economic Commission for Latin America and the Caribbean (ECLAC) as well as the need to raise education levels, PICPEMCE has devoted special attention to the development of studies and research which highlight the need to train committed citizens in the rational management of National Resources, and their involvement in the sustainable, environmental, economic development as a basic requirement in responding to the poverty and the deterioration of the quality of

life. In addition UNESCO has given its Regional Office for Education in Latin America and the Caribbean the responsibility for the Spanish language version of the Bulletin "Contact" which reports on environmental education activities at the international level while PIEA itself has contributed with the Publication of Environmental Educational Modules as a service to Latin American teachers concerned about the issue.

c. Horizontal cooperation

77. PICPEMCE has cooperated with the National Teachers Training Centre of the Ministry of Education and Culture of Argentina which has developed into a new centre of activity of the Network in this Member Country. This new centre of activity, which has its headquarters in Buenos Aires, has relations at the national level with thirty Institutional Training Centers (CCI) which are directly involved in the implementation of the policy of the transformation of education promoted by the Ministry of Education and Culture. In this way, communication has been facilitated with a multiplying effect to facilitate the preparation of projects that use various training strategies such as distance teaching, workshops on specific topics, seminars of group reflection on topics such as school dropouts, ways of training for marginalized rural and urban schools, the use of multimedia in the training of teachers, etc.

78. On the other hand, under the Agreement between UNESCO and the Government of Bolivia, the Project "Improving Teachers Training" sponsored by AGFUND with the support of UNICEF is committed, through the Distance Education System of Bolivia (SEBAD) the centre of activity of PICPEMCE in Bolivia, to the improving of teachers training through the training of educators of teachers in rural and urban teachers training schools as well as teachers at the basic level in reading-writing and arithmetic. This pilot project has helped in the process of Educational Reform in Bolivia, and it will combine efforts with UNICEF with regard to multigrade schools and bilingual education. PICPEMCE has given technical assistance to this project.

Regional network for the training of personnel and specific support in literacy and adult education programmes - REDALF

79. The main objective of this Network is to train key personnel with responsibilities for the organization and execution of adult education and literacy programmes, to support research projects, programmes, publications and educational innovations in the areas under its responsibilities and to generate mechanisms of horizontal co-operation between the institutions which comprise the Network. Five main activities which were held in this period within the ambit of REDALF are outlined below, and further down, a summary of the Network activities is offered.

80. **Fourth Regional Technical Meeting of REDALF** (Buenos Aires, Argentina, May 28-31, 1991). Representatives of 18 countries and Regional and International Organizations such as OIE, CREFAL, CEAAL, CARCAE and the Spanish Ministry of Education and Science participated in this meeting. The meeting evaluated the activities conducted up to that date and it approved the new Action Plan (1991 and 1992) which covers seven areas:

Literacy, basic education for young people and adults; literacy and civic education for women; intercultural bilingual education; functional illiteracy; literacy and postliteracy training through audiovisuals and personnel training. In addition, the meeting evaluated the strategies to be developed in each classroom and the possibilities of increasing horizontal cooperation within REDALF and the establishment of four subregions for planning and developing Network activities: Central America and the Spanish Caribbean; the Andean Subregion; the Southern Cone Countries and the English Caribbean.

81. **Seminar on "Adult Education: strategic action priorities for the last decade of the century".** (Bogota, Colombia, May 25-28, 1992). Co-financed by UNESCO and UNICEF, the seminar charted new strategies for adult education in the region. Regional experts analyzed "The basic learning needs of adults" and "The important learning skills that can be acquired by adults in conditions of marginalization and poverty." The seminar was able to systematize "the changes in current theories on adult education"; "educational approaches with regard to the woman and her baby and improving the quality of life"; "educational approaches directed towards a closer link between adult education and productive sectors in peasant and indigenous regions." It was noted that the latest research on adult education methods suggest a change from an ideological perspective to an approach focussing on improving the quality of life; that the Jomtien Conference on "Education for All" challenged adult education to reemphasize the importance of the quality of teaching and of effectively acquired learning skills; and that the UNESCO/ECLAC proposal on "Education and knowledge; key to Productive Transformation with Justice" demands a redefinition of functions of adult education and its relation to productive processes.

82. **REDALF Regional technical meeting on functional illiteracy** (San Salvador, El Salvador, November 24-27, 1992). This meeting, sponsored by the OEI and UNESCO evaluated the approaches and results of four national studies conducted in Argentina, Chile, El Salvador and Peru with the support of the two institutions. The results of the studies reveal common factors such as the similarities in the levels of functional illiteracy of persons who have received up to four years of schooling, encountered in the majority of samples taken, similar reasons given by those interviewed for the social and occupational use of reading and writing, or the greater importance they place on mastering and using mathematics in meeting their everyday needs. Other significant results of this survey were: the steps in training for research and computation developed with the personnel of the EDA units responsible for the study; the principal elements of educational strategy needed to respond to the problem in each country, as well as the conceptual issues relating to this type of illiteracy. The OEI expressed its interest in sponsoring the research being conducted in Colombia. The Board of Adult Education in Venezuela has expressed its interest in developing the approach in 1993, and there are also plans to extend it to Bolivia and other countries.

83. **REDALF workshop on basic education, youth and work** (Managua, Nicaragua, October 19-30, 1992. The workshop evaluated the current situation and the principal links between basic education of young people and work in Central American countries and Panama. It prepared plans of action which included consensus and interinstitutional agreements to respond to current and future challenges in the education of young people in relation to work. Each country presented a paper on the situation of juvenile education in its relation to work and another on the progress of the national REDALF networks. The

course was able to set out strategies for improvements in the teaching of young people in the subregion in relation to work, and also sharing of information on the progress of the national networks of REDALF.

84. **Workshop on the development of adult education subsystems in Latin America. A strategic plan** (Antioquia, Colombia, April 12-23,1993). In cooperation with SECAB and the Colombian government, UNESCO organized this seminar to coordinate efforts to develop adult education subsystems in the Andean subregion and in other countries in the region, based on agreements reached within the framework of REDALF. Experts from 11 countries in the region participated in the seminar. Conceptual, methodological, organizational, operational and legal bases for the proposal for the subsystem were developed; a joint strategy was prepared for the development and strengthening of subsystems in the participating countries and there was agreement on strategies contributing to strengthening the educational and cultural integration of the region including the use of television and the spanish communications satellite HISPASAT in the region.

a. Horizontal cooperation: adult education literacy in-service training sessions

85. In keeping with the recommendation of the Fourth REDALF Technical Meeting, over this period in-service training sessions were conducted by the Mexican National Institute for Adult Education (INEA); by the Argentine Board of Adult Education (DINEA) and by the Colombian Education Corporation CLEBA. The participants' travel was covered by OREALC and the course and board and lodging costs by the institutions which offered the courses. The INEA held 15 in-service training sessions in 1991: on methods and planning systems for adult education programmes; on sharing experiences of social participation and content design for adult education. In 1992 it held 5 in-service training sessions in literacy and indigenous education programmes. DINEA held six in-service training sessions in 1991 on basic adult education and 3 in-service training sessions in 1992 on intermediate adult education. CLEBA held a training session on the organization, analysis and retrieval of educational material.

86. **International training seminar on literacy, post literacy and basic community education in Latin America and the Caribbean** (Hamburg, Germany, October 16-27, 1991). UNESCO's Hamburg Institute for Education (UIE) sponsored an international seminar with experts from Asia, Africa, the Arab States and Latin America to share the experiences of Latin America and the Caribbean. There were presentations on programmes from Brazil, Chile, Colombia, Ecuador, Mexico, Peru, Dominican Republic and St Vincent and the Grenadines.

87. **Regional intercultural bilingual education course** (Cuenca and Pujili, Ecuador September 23-October 19, 1991. Sponsored by UNESCO, UNICEF and GTZ of Germany, this course benefitted from the participation of experts from Bolivia, Ecuador, Guatemala, Mexico and Peru. In addition to the sharing of national experiences in the use and dissemination of indigenous languages and the teaching of these languages, the course sought to unite and strengthen cultural identity and obtain funding for theoretical and practical basics for this type of education.

b. Women

88. **Project for literacy and the peasant woman in Peru.** One important result of the Competition for Women's Literacy Projects, which took place in 1990 with support from UNESCO and UNICEF was the strengthening of the Project for Literacy and the Peasant Woman in Peru which includes participation by the Peruvian NGO's which won the Competition (Perú Mujer, CADEP and APED) This project received US$330,000 in support from DANIDA and began to function in September 1992.

89. **Workshop on the production of post-literacy and civil education materials for women** (San Salvador, El Salvador, September 16-27, 1991. This course which included representatives from the Central American countries and Panama facilitated the production of experimental material with a civic education component for post-literacy education for women.

90. **Workshop seminar on the production of post-literacy material for women/mothers of very limited means.** The priority themes covered in the teaching materials are the improvement in the quality of life and reflections on the environment and health; the mother as educator, molder of behaviour and habits and as educational coach of her children. The experimental models will be evaluated and will be ready for reproduction in 1993.

c. Research

91. **Video "Adult basic education: the other education:**. In 1991, OREALC commissioned the production of a 30 minute video to illustrate the results of regional research on adult basic education conducted between 1988 and 1990 in 13 countries in the region. Its purpose is to promote reflection on the topic in training workshops for adult educators so as to sensitize the relevant authorities to this type of education.

92. **Workshop on research in adult education and its links with development** (Michoacan, Mexico, October 28-November 22, 1991). 14 regional experts participated in the course which was organized by CREFAL with UNESCO technical and financial support. It analyzed research and its applications to literacy programmes, adult education, bilingual education and its relation to education and work. The research conducted by OREALC in the fields of adult basic education, functional illiteracy and intercultural bilingual education was evaluated.

93. **Meeting on the systematization of innovations in adult basic education.**(Santiago, Chile, January 13-16, 1992). In the context of the Regional Project on Adult Basic Education (EBA), this meeting, financed by the Spanish government, was conducted with representatives from Argentina, Chile, Colombia, Ecuador, Honduras, Mexico and Venezuela, in order to evaluate material produced by OREALC which will be used in the systematization of creative experiences in this field.

94. **Regional research on educational programmes for women/mothers with very limited means.** In August,1992, regional research began which will help publicize educational programmes aimed at women/mothers of very limited means. The research will focus

on the link between the improvement in the quality of life of the family and the benefits of the education of the mother in relation to the continuous attendance of the children in school. Through this study new experiences which are taking place in the region will be identified and given greater exposure. The identified activities will be systematized and presented in a regional workshop for members of REDALF to be held in 1993.

d. Publications

95. Three publications were made available to the region's experts: (i) "The media at the service of literacy and post literacy programmes", by Maria Nelly Cuculiza and Dina Kalinowski (editors), published by OREALC, Santiago, Chile, 1991; (ii) "To education through communication. The practice of educational communication", by Mario Kaplun. Santiago, Chile, January, 1992; and (iii) "The evaluation of projects, programmes and literacy campaigns for the development, planning, design and execution of the evaluation and utilization of its results", "Manuals and Reference Books" Collection of UNESCO's Institute for Education (UIE) and the German Foundation for International Development (DSE); printed in 1992 by OREALC, spanish version.

Regional network for training, innovation and research in the fields of planning and administration of basic education and literacy programmes - REPLAD

96. The main objectives of REPLAD are to promote the conceptual development for planning and administration in education; to stimulate in-service training and training of educational personnel at the regional and national levels; to cooperate in activities aimed at modernizing the profession in support of the measures required for educational transformation; to develop and disseminate studies and research which facilitate the decision making process.

97. The main activities of the network in 1992-1993 biennium are set out in the document "Towards educational development for productive transformation with equity" (V Technical Meeting). It comprises a collection of 228 undertakings for action by Network members - at the national as well as the regional level- in the areas of decentralization, consensus strategies, information systems, planning and development, accountability, analysis of policies, allocation of resources, material production, student development, curriculum administration and educational research.

98. The joint activity with greatest impact is the (annual) Workshop for the training of trainers in planning and educational development and its multiplying effect at the national level. A meeting was held in Sao Paulo, December 14-16, 1992, in order to study in depth the documents evaluating the impact of the first four year cycle of this workshop. The meeting, in summary, concluded that: The workshop by its theoretical contribution has helped to reestablish the importance of the State in education and to redefine its role in the process; it has developed new conceptual and operational approaches in the area of planning and development; it has contributed to revitalized studies and development practices in different academic and implementing centers in the region, and that as a result, the work-

shop has played - and should continue to play- a key role in the development of education in the region.

a. Education, training and upgrading of key personnel

99 **Third regional workshop on the training of educators in planning and educational development** (Santiago, Chile, October 1-31, 1991). Within the Spanish cooperation framework, UNESCO conducted this training activity which received considerable support from the World Bank, ECLAC, the International Institute for Educational Planning (IIPE) in Paris and PREALC. The main theme of the workshop focused on the formulation of educational projects and experts participated from the following countries: Argentina, Belize, Bolivia, Brasil, Colombia, Costa Rica, Chile, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Panama, Peru, Dominican Republic, Uruguay and Venezuela. The training modality implemented consisted of the development of four areas, preceded by an introductory module called "Approaches and Situations in Education Planning". The first module focused on the analysis of the theme "Latin America after the crisis, re-entering the world order", which examined the following areas: (i) an equitable productive transformation (ii) transformation in the working world (iii) new organizational guidelines (iv) the challenges posed by a productive transformation of education systems. The second module addressed "The major themes of education planning", the key areas being (i) recent centralization and decentralization trends in education systems (ii) positive discrimination and its effect on academic success (iii) the measurement of educational standards (iv) human resources in education, particularly teacher education. The third module, "Tools for planning", examined current themes in the technical field such as (i) strategic and contextual planning (ii) administration and budgeting in the education sector. The fourth module focused on the application of methods of analyzing applied statistical information in education.

100. **IV. Seminar/Workshop for Training Trainers in Planning and Administration in Education** (Santiago, Chile, 19 October to 20 November, 1992). This activity required a high professional and academic level. Its major objective was to facilitate the exchange of experiences between countries, providing participants working in their countries' education system with the conceptual and practical base necessary to function effectively and efficiently in education matters. With regard to curricula, the seminar/workshop established the following objectives: (i) to evaluate results achieved by applying certain methods of administration, education policies and strategies in the region (ii) to establish the need to make knowledge and education essential elements to equitable productive transforation (iii) to use whatever approaches, tools and techniques that may contribute to the consolidation of a new method of planning and management in education. Participants included 37 specialists (28 from the central level and 9 from the provincial or state level) from 17 member states from Latin America and the Caribbean (Argentina, Barbados, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Ecuador, Honduras, Mexico, Panama, Paraguay, Peru, Dominican Republic, Uruguay, Venezuela) and 1 specialist from Spain. Considering that a decentralized more continuous education system and scientific technological apparatus in the region may, on one hand assist in achieving a socially equitable productive transformation, and that it may furthermore increase the urgent need for a form of strategic management which would encourage structural and procedural change within the framework of

current transformations in the education, technological and production sectors, the workshop curricula were based on 6 training modules which examined the following themes: (i) new dimensions in education planning (ii) the role of education as a vehicle of Latin America's entry into the world order (iii) a number of controversial aspects of education planning (iv) the importance of innovations in education which involve positive discrimination and co-operation (v) modern information techniques and budgeting (vi) tools and modern techniques of planning and management of education systems. As on previous occasions, participants and presenters consisted of specialists from UNESCO (OREALC and IIPE, Paris) the World Bank, ECLA, CENDES, CIDE, FLACSO, the Harvard University an PREALC. At the end of the workshop, an evaluation of the results was conducted so as to make any adjustments necessary.

101. **Third National Seminar on Planning and Education management** (Chapala, Mexico 1-12 July, 1991). UNESCO and the World Bank provided technical assistance for this training workshop in which 39 directors of planning from 11 Mexican states participated as well as a number of state representatives from the Public Education Secretariat of CONAFE and INEA. The seminar addressed areas related to the modernization of management in the education sector and techniques for the introduction in the Mexican education process of a system of evaluation based on results.

102. **Fourth National Seminar/Workshop on Planning and Education Management** (Tlaxcala, Mexico, 21st November to 4th December, 1991). This was the fourth national seminar for training supported by UNESCO and the Mexican Public Education Secretariat (SEP) which was geared toward in-service training of personnel from 45 central level units from SEP. This workshop, which received technical assistance from UNESCO and the World Bank, had as its central theme the analysis of the modernization policies of Mexico's new education model based on the needs and expectations of the work world in the field of education.

103. **Course On Policies And Strategic Planning** (Brazil, 7th October to 22nd November, 1991). REPLAD's national co-ordination office in Brazil organized 4 courses on strategic planning in the south, south-east, west central, and north-east regions of Brazil. This was done with assistance from the Universities of Brazil, Campinas, Joao Pessoa and Porto Alegre and the Inter-American Center for Education and Research in Education Planning (CINTERPLAN) of the OAS. Participants included a total of 130 administrative officers and inspectors from the education sector who were trained in the following areas: (i) the essential components for the formulation and definition of public policies (ii) planning as a tool for executing and evaluating public policies (iii) planning education and the actual process involved in the formulation and execution of policies for education in Brazil (iv) administration in education and strategic planning.

104. **Tenth National Meeting on Education Administration** (Concepcion, Chile, 29-30 November, 1991). The Center for Education Administration, which forms part of the University of Concepcion and constitutes one of REPLAD's national networks in Chile, organized the meeting of some 400 specialists nationwide for academics, directors of the national education system, international experts and UNESCO staff to share experiences. This exchange resulted in the publication of the text "Leadership in Education for the Year 2000".

105 **National Workshop on Education Management** (Caracas, venezuela, 18-19 November, 1991) Within the framework of activities under the theme "Education for All, the Ministry of Family Affairs and REPLAD, Venezuela, examined the new methodology proposal for the development of management capability, "GESEDUCA". The proposal was within the broader framework of strategic planning in new contexts such as decentralized systems. Experiments on "GESEDUCA" had positive results, both in Venezuela and the Mendoza Province of Argentina.

106. **Experimental Workshop on the "GESEDUCA" Model** (Mendoza, Republic of Argentina, 18-20 May, 1992). The "GESEDUCA" method comprises four components which represents the cycle of strategic management progress in 4 basic areas - vision, planning, operations management and the quality of the processes. A specially selected group of experts participated in the workshop to receive training in the methodological and practical aspects of the model utilizing pilot tests.

107. **National Course on Planning and Management of Institutions of Higher Education** (Havana, Cuba, 8-26 June, 1992). This course, carried out in two stages (the first in 1992 and the second scheduled for 1993), is organized by the Center of Research for Improvement in Higher Education (CEPES) of the University of Havana. It addresses two central themes: (i) administration of institutions of higher education and university planning in Cuba, (ii) the inter-relation between the national and regional situation and planning and development of institutions of higher education in Cuba. Technical documentation exists on the first stage of the course which has already been carried out.

108. **Regional course on Systems for the Assessment of Quality and Educational Achievement** (Santiago, Chile, 31 August to 4 September, 1992). This training course was organized jointly by UNESCO, the World Bank and the International Association of Educational Achievement (IAEA) and participants included representatives from REPLAD in Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Dominican Republic and Venezuela. The course addressed the following themes: (i) the role of national systems for assessment of educational achievement (ii) the implications of assessing quality an achievement levels with respect to the elaboration of a curriculum and training teaching staff (iii) the analysis of certain non-regional experiences such as NAEP and IAEP. The participants then carried out a detailed analysis of the essential requirements to introduce and effectively run a system of quality assessment in their particular national context. They also identified the principal obstacles and achievements observed at a national level and established certain lines of action for the future.

109. **REPLAD's Fifth Technical Meeting** (Santo Domingo, Dominican Republic 11-15 November, 1991). Representatives from REPLAD's national Networks in Argentina, Brasil, Columbia, Costa Rica, Chile, Honduras, Mexico, Panama, Peru, Dominican Republic, Uruguay and Venezuela met to (i) evaluate REPLAD's work in the 1990-1991 period, (ii) prepare the Network's plan of action for 1992-1993. The meeting addressed certain key areas to arrive at a dynamic, modern approach to planning education systems within the region, which include: (i) possibilities of improving inter-network information and documentation, (ii) the use of distance technology, (iii) new types of information needed to improve planning, (iv) the decentralized management of education and the designing of a new model applicable to intermediary levels, (v) successful experiences at the national level with a

significant participatory component. The theme examined and the conclusions which resulted allowed certain priority areas for action to be identified, such as the definition of strategies to arrive at a national consensus on education; the assessment of achievement and the evaluation of the standard of education; the establishment of mechanisms for flexible planning and management; the production of training materials; the analysis of public policies and their repercussion on the education sector. It was agreed that each national Network would choose an area and inform the others of the results.

b. Experimentation with new pedagogical options

110. The experimentation with new pedagogical options for in-service preparation and training have resulted in constant research that not only facilitate the updating of information but allow the planners and administrators within the education system, to present or share interesting experiments taking place in the region. Cognizant of this need, the REPLAD Network has made the necessary efforts to facilitate the exchange of experiments between the abovementioned groups. Accordingly, the General Planning Division in the Ministry of Culture and Education in Argentina, with the support of UNESCO, published the document "Planning the educational transformation" which includes, among others, (i) the problems and prospects for the transformation in education (ii) contributions for a new model of planning and management (iii) instrumental aspects for the transformation in education.

111. On the other hand, REPLAD has promoted and participated in the production of training and educational materials developed by universities and research centers in the region. One example is the programme, "Educational research at the primary level using different methods", carried out by the University of Monterrey in Mexico. With this objective in mind, UNESCO, together with the University of Mexico took part in a technical meeting to assess the materials prepared as computational, audio-visual and video programmes. Honduran, Panamanian and Dominican Specialists participated in this meeting which took place in July 11-13, 1991. REPLAD also worked with the Ministry of Education in Chile to introduce on a wider scale, the project "900 Escuelas" in Chile (900 Schools) which is expecting financing of about 120 million dollars from the World Bank. The initiative consisted primarily of giving a major boost to this project, whose fundamental objective is the improvement of the quality of education in primary educational institutions in the poorest sectors of Chile. The same was done for the project on Educational Materials when the Secretariat of the "Convenio Andrés Bello", SECAB and the GTZ Foundation in Germany held an International Seminar on Educational Materials in Paipa, Columbia from March 30 to April 3, 1992. The goals were (i) analysis of the quality of and access to educational materials by potential users; (ii) identification of strategies that could facilitate the development of a self-sustainable structure for the manufacturing of these materials. For its part, the "Centro de Administración Educacional de la Universidad de Concepción" (Centre for Educational Administration of the University of Concepción in Chile), under the patronage of the "ANDES" Foundation and the technical support of REPLAD, is carrying out a project in "Training and preparation of leaders for creativity and curricular administration in technico-professional teaching", the first phase of which took place from January 6-17, 1992. The goal of this experiment is the development of a Methodology in the organization of the curriculum which will allow for the harmonization of the prospects of the production and service institutions with the occupational and vocational interests of the students.

112. The institutional development plan of REPLAD, the Ministry of Education, Non-governmental organizations and Chilean Universities, aimed at broadening the Chilean Network's field of action, has designed, together with the Ministry of Education and experienced teaching and research institutions as well as with NGOs, an institutional development plan that will facilitate the participation of the Network in postgraduate courses, agreements with interested municipalities for the training of Directors of institutions, training activities in the Network's field for academic staff, research on topical issues such as "indicators for efficient management", and preparations for the Tenth National Meeting of the administration of education, the main theme of which is "Estrategias educativas para el año 2000 en Chile" (Educational strategies for the year 2000 in Chile).

c. Information and research methods

113. **National Seminar on the decentralization and deconcentration of the educational systems** held in Caracas, Venezuela, from May 7-9, 1991. UNESCO, with the support of the OAS, the Ministry of Education in Venezuela and CENDES, organized a national seminar on the decentralization and deconcentration of education systems that took place in Caracas, Venezuela, from May 7-9, 1991. This activity analyzed the recent tendencies of national decentralization and deconcentration experiments of the education systems. Participants included specialists from Argentina, Brazil, Colombia, and Chile who shared with their Venezuelan counterparts the result of the experiments carried out in their respective countries.

114. Similarly, REPLAD, having taken into account the problem of the quality of education in Latin America, made technical and financial contributions to research in this specific area in Argentina, Chile, Ecuador and Mexico for the development of Projects with external financing (World Bank and IDB).

115. In 1992, REPLAD and UNESCO's International Institute for Education Planning in Paris, began six studies on the impact of public policies in educational innovations in sensitive issues such as positive discrimination and collaboration between the school and the community. The studies refer to the transfer of financial management in Minas Gerais, Brazil, the programme for the development of the quality of education in the "900 Schools of Chile" project, the "Rural Community Schools Programme, ERCO" in Mexico, and the SERVOL programme in Trinidad and Tobago. The results obtained in these studies brought about the implementation of innovations in the planning and management of education in Latin America and the Caribbean. Studies regarding the information and decision-taking process as well as strategies for the achievement of a consensus on education to some extent complete REPLAD's spectrum of action in the region.

116. In light of the work carried out with regard to the coverage and quality of education, REPLAD put out a publication entitled "Medición de la calidad de la educación porqué, cómo y para qué." (Measurement of the quality of education, why, how and for what purpose), the first volume of which has been circulated among Latin American specialists.

d. Horizontal cooperation

117. Within the framework of available resources, REPLAD has given top priority to this kind of cooperation which, in keeping with the experiment and specifications of the contributing or beneficiary countries, has adopted diverse methods. Within the inter-institutional advisory plan, the University of Playa Ancha in Valparaiso, Chile, has lent technical support to the design of a management and educational administration programme already put in practice by some institutions of higher learning in both the province or Cordoba and the "Centro de Perfeccionamento Educativo Americano (COPEA)" (Centre for Improvement in American Education) in Argentina. For its part, COPEA worked with the University of Playa Ancha in the first International Conference on Planning and Educational Administration held in Viña del Mar, Chile, from October 10-12, 1991, in which more than 1,000 professionals from Argentina, Uruguay, and Chile participated. In the same manner, REPLAD has promoted the exchange between countries through workshops which have aided specialists either individually or as assistants for specific courses. At the Workshop on Strategic Planning and Analysis Techniques of policy viability, organized by CENDES, held in Caracas, Venezuela from July 15-26, 1991, specialists from Argentina, Brazil, Costa Rica, Mexico and the Dominican Republic shared techniques and information with their Venezuelan peers. A similar undertaking occurred with two Argentinian specialists who carried out a workshop at CIDE in Chile in relation to regional research on the levels of quality of education (Santiago, June 1992).

Regional Information System - SIRI

118. SIRI has collaborated with countries in the identification of the main achievements and problems in the region's educational system as well as the causes that precipitated them. To carry out this task, SIRI, entrusted by the Ministers of Education who met in Quito, has processed the results of the research and studies and statistical data. The first results have allowed for the construction of a standard of analysis and the availability of illustrative cases. The statistical data have generated indicators that characterize the problems within the education system and identify some of the causes associated with them. It is hoped that this characterization of the situation in the countries of the region published in a volume for the period 1980-89, will help improve the efficiency and management of education systems.

119. The publication of "Situación educativa de América Latina y el Caribe, 1980-1989" (The state of Education in Latin America and the Caribbean, 1980-1989), supplementary research to this study, support given to the network of REDUC centers that have already processed the results of more than 20,000 educational research in the region, the collaboration in the preparation of development projects for education for US$800 million and the training of 120 of the region's specialists, constitute the main activities of SIRI during the period 1991-1993.

120. SIRI uses three complementary strategies (i) training and preparation of specialists; (ii) processing of data provided by the Member States that allow for the preparation of diagnoses and projects to be financed by international agencies; (iii) the technical assistance to the Ministries of Education with regard to the design and management of informative

methods. The specific activities through which these three strategies have been put in practice are described in the following paragraphs.

a. Training, preparation and improvement of key personnel

121. **Regional training courses for educators in the use of microcomputers in education at the sub-national level** in Quito, Ecuador, September 9-27, 1991. A specialist from SIRI presented the models used in the region for the analysis of consistency, evaluation of standards and analysis of efficiency. The course was organized by the International Planning Institute of Education in Paris.

122. **Regional workshop on education statistics** (Santiago, Chile, November 23-27, 1992). Twenty-one specialists in statistics and educational planning were trained to use "EDSTATS Plus" software for the processing of education statistics. The workshop was organized by the Statistics Division of UNESCO with the technical support of SIRI.

123. **Regional seminar workshop on planning and education management** (Santiago, Chile, October 1-31, 1991 and October 19 to November 20, 1992). SIRI presented to the participants the developments in the design of models for analyzing statistical data and the use of education informatics generated by accessing personal computers. Models simulating student flow in each participating country were applied and projections by grade done. The other aspects of these seminars organized by REPLAD are described further on.

124. **National workshop for simulation models and software** (Santiago, Chile, May 4-5, 1992). SIRI cooperated in this activity organized by CIDE and the National Scientific and Technological Commission of Chile (CONICYT) and the "BRIDGES" Project of Harvard University (USA). A computer program for the training of education planners using the "EPIC" simulation model and the formulation of education policies to facilitate access to results of research carried out in developing countries.

125. **Regional Seminar ECLA/UNESCO on "Equitable productive transformation** (Santiago, Chile, December 4-6, 1991). SIRI conducted an analysis of the financial implications of the various alternatives for feasibly improving the quality of education in Latin America. These are presented in the final chapter of this publication. The Seminar focused its discussion on the relationship between economy and education under the paradigm of equitable productive transformation for the 90's. Participants included representatives from the Ministries of Planning and representatives of business organizations in the region, Directors and Deans of Latin American Universities, the World Bank, the IADB, UNICEF and Parliament.

126. **Seminar on education statistics** (Sao Paulo, Brazil, July 28, 1992). The seminar gave participants the opportunity to compare the results of the applications of the models "PROFLUXO", "SMMG" and "Use of dynamic equations" for calculating the repetition rate of the Brazilian educational system. The comparisons suggest that the rates are higher than those registered in the statistical forms filled in by School Directors. SIRI collaborated with the Ministry of Education and the Carlos Chagas Foundation for its implementation.

127. **XIII International Course of the Latin American Institute for Economic and Social Planning (ILPES)** (Santiago, Chile, October 8-11, 1991). SIRI presented a statistical analysis of access and the high levels of student failure and reflected on some successful innovations in the region. The course was attended by 18 specialists from 9 countries.

128. **Technical supervisory meeting on education** (Bogota, Colombia, March 24-27, 1992). SIRI presented 12 indicators on the manner in which education functions, facilitating a follow-up to the achievements of national educational goals of the child. Indicators are calculated based on the annual information compiled by the Ministries of Education in the region. Education specialists selected by UNICEF from countries in the region attended.

129. **Regional seminar on the satisfaction of basic learning needs** (Santiago, Chile, April 20-22, 1992). SIRI examined the new pedagogical and management strategies consonant with the new dimensions of these needs and the urgent need to reduce the high rate of repetition, school failure and drop-outs observed in many educational situations in the region. This seminar was organized by UNESCO and the "International Development Research Center" (IDRC), Canada. Some thirty specialists from Latin America and Europe participated. The results have been published and are available.

130. **XI National Congress of education researchers** (Santiago, Chile, September 25-27, 1991). SIRI analyzed the results of available research in five areas: The teacher's utilization of time both inside and outside the classroom; the quality of textbooks; study-time available; evaluation and description of non-lecture teaching experiences and computer use at school. The Congress was organized by a group of research centers headed by the "Centro de Perfeccionamiento e Investigaciones Pedagógicas de Chile - CPEIP" (Centre for Upgrading and Pedagogical Research of Chile).

131. **Sixth Regional REDUC Congress** (Panama City, Panama, November 18-22, 1991). The 23 national research centers which work in collaboration with REDUC, analyzed the processing and circulation of available research on the status of education in the region. They also planned the activities to be developed with the support of the Interamerican Development Bank (IDB).

132. **Central American Seminar on educational information** (San José, Costa Rica, July 19-24, 1992). The seminar analyzed the advances made in education statistics using the Bibliographic and Documental Information System "SIBID", as a support mechanism for the Major Project of Education in Latin American and the Caribbean. This activity was organized jointly by REDUC and SIRI.

133. **National Seminar on the measurement of the quality of Education in Chile** (Santiago, Chile, July 18, 1991). In collaboration with national specialists, SIRI analyzed the advances, problems and possibilities for measuring the quality of education in Chile and its impact on the new education plans of the Chilean Government. The Latin American Faculty of Social Sciences (FLACSO) and the Research Institute for the Social Development of the United Nations (UNRISD) co-operated with the Statistical Institute of Chile (INE) for the organization of this Seminar.

134. **National Workshop on doctoral programs in education** (Córdoba, Argentina, August 18-28, 1991). SIRI provided training in information analysis techniques for the students in the Doctoral Program at the Catholic University of Córdoba. The problems of compilation, processing and use of research reports were also examined.

135. **National seminar on challenges and options for human resources training** (Caracas, Venezuela, June 12-16, 1991). SIRI handed over available information on gaps between demand and supply of human resources based on opinions of businessmen and private sector leaders and on the latest national consensus and available education statistics.

b. Outlining and preparing pedagogical upgrading projects

136. SIRI cooperated with the Human Resources Division of the World Bank to prepare jointly a document on "Efficiency and quality of education in Latin America and the Caribbean"; published in August 1992. The study points out that in the region there are some modalities of primary education which, if applied on a large scale, would improve the standard of results obtained. These would require little additional resources from those already used in traditional schools and using them would drastically reduce failures in school. A selection of 79 publications on the topic was prepared. Additional studies were undertaken and work to publish an extended edition of the study is going on.

137. SIRI jointly with the International Institute for Education Planning in Paris (IIEP) carried out some work in the field of new pedagogical options. Successful experiments done by the "Escuela Nueva" (New-Style School) in Colombia have been classified and evaluated by SIRI and have been incorporated into the series "Fundamentos de Planificación Educacional" (Fundamentals of Educational Planning) which IIEP has recently published in several languages. In addition, SIRI collaborated in the chapter of the book entitled "Information systems in Educational Planning" which IIEP will publish in 1993.

138. SIRI has placed special emphasis on analyzing the training and performance of teachers. It collaborated with the Carnegie Foundation in the United States in conducting an International Survey of Academic Profession which covers Chile, Brazil, Mexico. The results of this survey were compared with those from countries in other regions of the world and are available in published form. A parallel analysis of the information on teachers that train future teachers in terms of their working conditions, their participation in management of academic institutions and their international contacts will be carried out. During 1992 the Mexican "Centro de Estudios Educativos" of Mexico, the "Fundación Carlos Chagas" of Brazil and "FLACSO" in Argentina carried out studies jointly along these lines with SIRI on teachers (including those who had retired from the teaching profession) and they were circulated among specialists in this field.

139. In addition, relevant information on which to take decisions has been an area of particular concern for SIRI, not only from the point of view of making major policy decisions but also as a prerequisite for the efficient development of educational systems. Reports were prepared on a effectiveness of basic education in Costa Rica, Dominican Republic, Mexico, Paraguay and Venezuela. Any inadequacies brought to light in the reports have provided the basis on which to initiate projects for improving the quality of basic

education which have obtained total or partial financing from the World Bank and the IDB. In other cases, such as the analysis carried out by SIRI on the System for improving the quality of Education (SIMCE) in Chile, there has been an ongoing study on the secondary education of that country. In the case of Colombia and Paraguay, an estimate of the demand for secondary education has brought about a review of the quality of graduates confirmed by school directors and has led to the preparation of development projects. With respect to Peru, SIRI has co-operated with the Ministry of Education, UNDP and the World Bank in designing a series of studies which will provide an up-to-date overview of the country's education and identify likely areas for World Bank financial projects. SIRI co-operation in most cases has consisted of using models adapted to the characteristics of the countries of "the region which makes it possible to have a consistent method of analysis of information on graduation to higher grades, repetition, and drop-out rates as well as to forecast matriculation by grades for the next 15 years.

c. Information systems, research and publications

140. Regular contact has been maintained with educational authorities in Bolivia, Brazil, Colombia, Chile,Mexico and Uruguay in order to jointly seek the most appropriate solutions. With regard to Mexico, SIRI cooperated with the Analysis and Information Systems Management (DASI) of the Public Education Secretariat in the definition of new educational indicators and in developing a consistent method of analyzing educational information, especially with regard to repetition and effectiveness of the system in the states of Chiapas, Guerrero, Hidalgo, and Oaxaca with a view to organizing a project for improving basic education financed by the World Bank. A similar work was carried out in Colombia and Peru and publication of these results are available. SIRI also collaborated with PIIE in describing the creation of the Data Bank of the Chilean Ministry of Education. In Uruguay, the Interamerican Development Bank (IDB) has committed funds for identifying indicators to improve the level of education through strengthening information systems for the administration of the educational process.

141. SIRI has a special interest in encouraging the use of the research results. A study of the information in 4 countries is available in a REDUC/UNESCO publication entitled "Information and decision-making in education" which promotes a better understanding of how statistical information in the field of education circulates and is used. SIRI continues to collaborate with REDUC to develop the data bank of quality information available in the region as well as to use such information. SIRI collaborated with UNICEF in organizing a joint UNESCO/UNICEF study on indicators for advances made in education in the region since 1989. There are on-going studies in designing and selecting educational indicators which will enable the efective follow-up of advances made by EFA in collaboration with REPLAD, IIEP, UNICEF and other agencies interested in the area.

142. SIRI has compared results of its simulation models with empirical research. SIRI cooperated with the "BRIDGES" project of Harvard University and the United States Agency for International Development (USAID) in research on the modalities and causes of repetition in Honduras. Results of this research indicate that available study time, the interest of the teacher, availability of texts and having a pre-school education are factors which tend to reduce repetition. Similar research was carried out subsequently in Colombia.

SIRI also collaborated with those institutions in preparing a diagnosis of education in Paraguay, with a view to preparing development projects for education in that country.

143. In conformity with the interest expressed by member states during PROMEDLAC IV, SIRI initiated a computerized compilation on the state of secondary education in LAC with a view to publishing the results in "Situación Educativa en América Latina y el Caribe 1980 - 1991" (Educational situation in LAC 1980 - 1991). Relevant questionnaires were sent out during the second half of 1992 and it is hoped that a first copy of the conclusions will be distributed in the second half of 1993. During the 1991-1993 period, six issues of the Major Project of Education have been published with technical articles, and 21 books which will hopefully provide relevant background for designing strategies for the objectives of the Major Project of Education.

IV. CONCLUSIONS

144. It will be remembered that the Major Project in the Field of Education for LAC originated in the Conference of Ministers of Education and Regional Economic Planning Representatives which was convened by UNESCO, OAS, and ECLAC in Mexico City on December 1979. Fourteen years have elapsed since the implementation of the project and the interest expressed by the countries has continued to give substance to this initiative, which in spite of the political and financial situation that prevailed in the region up until recently, has continued to make substantial progress.

145. In this regard, it must be noted that the Major Project in the Field of Education has contributed to the advancement of education in the region, although problems such as the quality of education have not been solved. Nevertheless, it would be interesting to stress the regional and perhaps international dimension of the Project which has been developing as an offshoot of the World Declaration on Education for All and within the Action Framework to satisfy the basic learning needs adopted by the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990).

146. Thus the target populations and the activities carried out especially with regard to training key personnel (some 70 regional, subregional and national activities organized in modalities such as sectoral analysis, projects, workshops, seminars, technical meetings and demonstration experiments) which included some 500 specialists who were the direct recipients and more than 500,000 who benefited indirectly attests to what was achieved between PROMEDLAC IV and PROMEDLAC V. In financial terms, UNESCO's contribution to the various activities described in this report amounts to some US$5 million to which must be added projects carried out in conjunction with other Agencies for a total of US$25 million and expenditure incurred by credit or cooperation institutions which amount to US$550 million.

147. The PROMEDLAC IV Declaration, mentioned previously, points out that the transformation of the educational systems must be treated as a regional and international matter where cooperation is a necessary condition of educational development in each country; that in order to overcome the economic crisis and become active leaders participating in the modern world the countries of the region must strengthen their regional integra-

tion and bilateral links, invest in human resources training as a priority and reinforce their social cohesion; that although the countries of Latin America and the Caribbean are willing to make all efforts to achieve their internal transformation, these efforts must be accompanied by international solidarity; that LAC countries must exhort international cooperation organizations to translate that willingness into concrete objectives to support programmes of education for all which countries of the region are promoting on an individual and collective basis in order to meet all of the objectives of the Major Project in the Field of Education by the year 2000. Activities carried out in the period between PROMEDLAC IV and PROMEDLAC V appear to have partially achieved the goals outlined for 1992 - 1993.

148. In accordance with the "Declaración de Mexico" (Declaration of Mexico) the Project must end in the year 2000. It would be useful for the present Meeting of the Committee to take a decision on this important matter. Should the Project be continued beyond the set date? Is it useful to keep its objectives, structure and present mechanisms in a new setting very different from that prevailing in the region in 1979? If this activity is continued, would it not be useful to place it in a new context, with new actors and with a different dimension? Would it be like a Project or like a Consultative and technical committee which extends its scope of activities in order to respond more adequately to the demands of the countries and encourages more active participation of the new actors.

149. The present Meeting of the Committee while being a technical milestone, acquires a political dimension that involves commitments, agreements and decisions that will considerably influence the future of the Major Project in the Field of Education for Latin America and the Caribbean in that "the transformation of the educational systems must be understood as a regional or international matter wherein cooperation now becomes a necessary condition for the educational development of each country", as indicated by the main PROMEDLAC IV document. It would seem that conditions are in place for decisions to be taken on this matter.